



HUNLEY PARK ELEMENTARY

1000 Michigan Ave.
Charleston, SC 29404

Grades	PK-5 Elementary School	
Enrollment	476 Students	
Principal	Michael L. Ard	843-767-5914
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Average	Average
2006	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

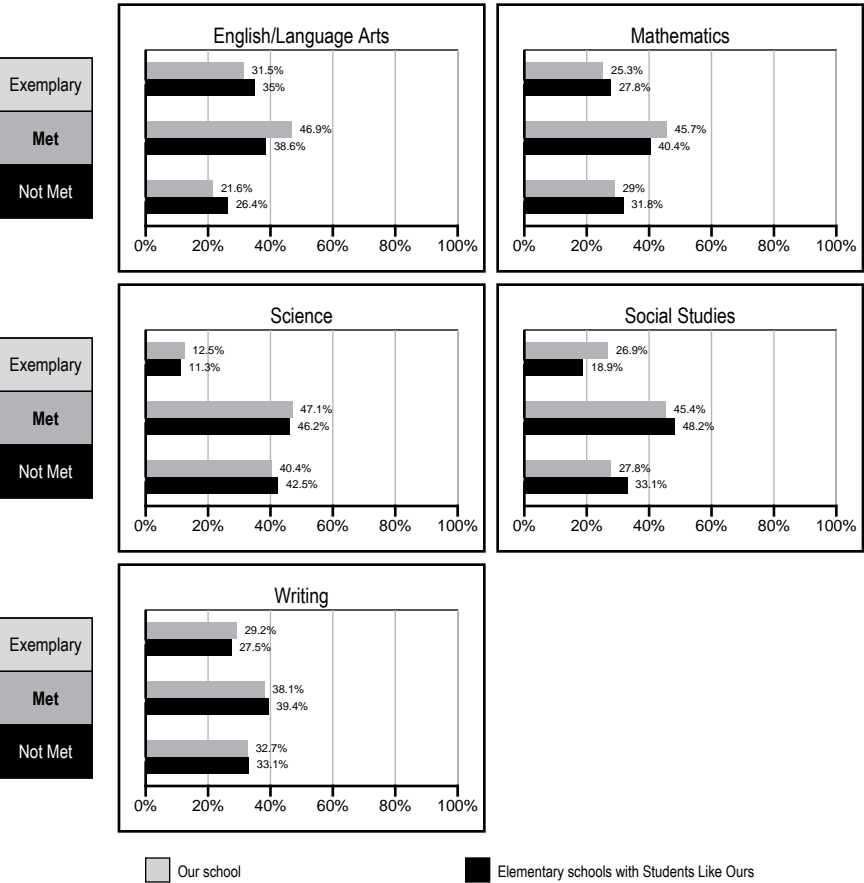
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	102	12	1

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=476)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 2.6%	1.6%	1.2%
Attendance rate	95.4%	Down from 95.9%	95.7%	96.1%
Eligible for gifted and talented	8.7%	Up from 5.8%	9.4%	11.7%
With disabilities other than speech	6.6%	Up from 6.2%	9.1%	8.0%
Older than usual for grade	1.1%	Up from 0.8%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	42.9%	Down from 47.1%	59.4%	60.5%
Continuing contract teachers	80.0%	Up from 67.6%	85.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.6%	Up from 78.9%	87.2%	87.0%
Teacher attendance rate	96.6%	Up from 95.4%	94.8%	95.4%
Average teacher salary*	\$43,125	Down 1.2%	\$46,513	\$47,288
Professional development days/teacher	10.1 days	Up from 8.5 days	11.1 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.7 to 1	19.3 to 1	19.2 to 1
Prime instructional time	92.0%	Up from 91.0%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,803	Down 4.2%	\$7,518	\$7,548
Percent of expenditures for instruction**	70.2%	Up from 70.0%	67.8%	68.7%
Percent of expenditures for teacher salaries**	66.1%	No Change	64.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Dear Parents and Community Members,

Once again, I am thankful for your trust and support as I serve as principal of Hunley Park Elementary.

Last year, I had the unfortunate task of informing you that we had missed making AYP by a very small margin. However, I have good news! This year we made AYP again, getting us back on track! Now we have made AYP five out of our last seven years together.

We continue to thrive through the implementation of our “3 Bees”: “Be Respectful, Be Responsible, Be Ready to Learn”. Every aspect of our school is governed by these three rules. We won an award as an “Exemplar” school this year for the third year in a row. Our school environment has continued to be positive so as to promote the highest level of achievement possible for our students.

Our school has also benefitted greatly from our Response to Intervention Program. As a result of making intensive academic interventions where needed, we only have a .8% retention rate this year. That is less than one percent of our students who will need retention for a full year. This is a superb result!

Our team here at Hunley Park Elementary has already begun planning for next year. We intend to have our best year yet!

Michael Ard, Principal
Joan Doran, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	30	57	34
Percent satisfied with learning environment	93.3%	85.7%	84.8%
Percent satisfied with social and physical environment	93.3%	90.9%	88.2%
Percent satisfied with school-home relations	93.3%	89.3%	82.4%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	199	100	22.9	45.8	31.3	84.9	85	83.5	Yes	Yes
Gender										
Male	102	100	28.7	42.5	28.7	80.5	81.6	80.1	N/A	N/A
Female	97	100	16.5	49.4	34.2	89.9	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	52	100	19	38.1	42.9	88.1	95.3	89.6	Yes	Yes
African American	121	100	25	50	25	85	75.2	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	17	100	29.4	41.2	29.4	70.6	80.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	23	100	60	35	5	55	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	41.7	16.7	41.7	58.3	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	151	100	26.8	43.9	29.3	81.3	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	199	100	30.1	45.2	24.7	81.9	81	80.4	Yes	Yes
Gender										
Male	102	100	27.6	42.5	29.9	81.6	78.9	78.4	N/A	N/A
Female	97	100	32.9	48.1	19	82.3	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	52	100	19	47.6	33.3	88.1	94.5	87.8	Yes	Yes
African American	121	100	34	49	17	79	68	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	17	100	41.2	29.4	29.4	82.4	77.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	23	100	N/A	N/A	N/A	25	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	50	33.3	16.7	75	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	151	100	33.3	44.7	22	79.7	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	135	100	41.1	45.8	13.1	58.9	67.4	67.3
Gender								
Male	70	100	42.1	42.1	15.8	57.9	66.2	66.9
Female	65	100	40	50	10	60	68.5	67.7
Racial/Ethnic Group								
White	38	100	34.5	51.7	13.8	65.5	89	79.6
African American	77	100	43.3	46.7	10	56.7	46.7	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	13	100	53.8	23.1	23.1	46.2	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	19	100	68.8	25	6.3	31.3	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	103	100	42.5	43.8	13.8	57.5	49.3	55.4

Social Studies

All Students	130	100	28.2	45.5	26.4	71.8	73.8	70.9
Gender								
Male	67	100	24.6	45.6	29.8	75.4	72.3	70.1
Female	63	100	32.1	45.3	22.6	67.9	75.3	71.7
Racial/Ethnic Group								
White	33	100	15.4	46.2	38.5	84.6	90.1	79.2
African American	83	100	32.4	46.5	21.1	67.6	58.4	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	71.2
Disability Status								
Disabled	12	100	66.7	25	8.3	33.3	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	97	100	30.9	49.4	19.8	69.1	60.2	60.8

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	199	97.5	32.7	38.1	29.2	67.3	75	72.1	95.4	95.7
Gender										
Male	105	96.2	34.1	44.3	21.6	65.9	69.1	65.2	95.4	95.5
Female	94	98.9	31.3	31.3	37.5	68.8	81	79.2	95.4	95.8
Racial/Ethnic Group										
White	53	96.2	31.8	45.5	22.7	68.2	91	80.8	94.2	95.8
African American	120	98.3	33	35	32	67	60.2	59.7	95.8	95.5
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.2	87	97.5	97
Hispanic	17	100	41.2	47.1	11.8	58.8	63.7	64.6	96.3	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.1	73.4	96.4	95.6
Disability Status										
Disabled	25	84	N/AV	N/AV	N/AV	10.5	28.4	27.7	93.4	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	13	92.3	58.3	16.7	25	41.7	63.5	63.7	96.7	96.3
Socio-Economic Status										
Subsidized meals	148	97.3	33.9	39.5	26.6	66.1	61.1	61.9	95.2	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	70	100	22	37.3	40.7	78
	4	79	100	40	35.7	24.3	60
	5	50	100	15.2	47.8	37	84.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	71	100	21	35.5	43.5	79
	4	66	100	31.4	49	19.6	68.6
	5	62	100	17	54.7	28.3	83
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	70	100	35.6	39	25.4	64.4
	4	79	100	35.7	50	14.3	64.3
	5	50	100	37	45.7	17.4	63
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	71	100	33.9	37.1	29	66.1
	4	66	100	27.5	54.9	17.6	72.5
	5	62	100	28.3	45.3	26.4	71.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	37	100	28.1	59.4	12.5	71.9
	4	77	100	58	36.2	5.8	42
	5	24	100	47.8	47.8	4.3	52.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	37	100	38.7	32.3	29	61.3
	4	66	100	45.1	51	3.9	54.9
	5	32	100	36	52	12	64
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	34	100	35.7	46.4	17.9	64.3
	4	79	100	34.3	54.3	11.4	65.7
	5	26	100	30.4	39.1	30.4	69.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	34	100	16.1	41.9	41.9	83.9
	4	66	100	25.5	51	23.5	74.5
	5	30	100	46.4	39.3	14.3	53.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	69	95.7	30.4	35.7	33.9	69.6
	4	80	95	41.2	39.7	19.1	58.8
	5	50	94	18.6	60.5	20.9	81.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	72	98.6	32.3	33.9	33.9	67.7
	4	67	97	40.7	40.7	18.5	59.3
	5	60	96.7	25	40.4	34.6	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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